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Assessing Oral Production Skills of Fourth Year Students in the Department of English at the University of Garyounis

A Thesis Submitted in Partial Fulfillment of the Requirements for a Degree of Master of Arts in English Language and Linguistics

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Dedication

"To my Parents"

There is no single word to express how grateful to God I am to have such parents like you. You encouraged me, prayed for me, cared about me, and gave and still giving me this countless amount of love for which I will be appreciated to the last moment of my life.

This study means a great deal to me, which I present to you with all my craziness about you.

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Abstract

This study is an attempt to assess the oral production skills of 4th year students at the University of Garyounis. It is anticipated that these students might have more problems than expected concerning their pronunciation, fluency, and comprehension. The main aim of this study is to assess the speaking abilities of 4th year students in terms of their pronunciation, fluency, and comprehension trying to identify any problems and finally tries to recommend a number of solutions resulted from this study. The sixty subjects had to have a three-part recoded interview with the researcher and this interview did not last for more than twelve minutes for each pair: each part does not last more than four minutes. The first part is an interview (a two-way communication in which both the tester and the subjects are involved); the second part is an individual presentation (a one-way communication in which only a subject is speaking while the researcher is only listening); part three, on the other hand, will be a debate (a two-way communication in which two subjects have a conversation while the researcher is listening) . This study contained three more chapters following the introductory one. Chapter II is a literature review. Chapter III included all of the data collection, methodology, and also data analysis and interpretations. Finally, chapter V presents the conclusions and recommendations. This study has come to the conclusion that the subjects of this study, as anticipated in the hypothesis of the study, were proved to be better at comprehension than pronunciation and fluency.

Chapter One

Background to the Study

For many years, a great attention has been given to the study of language, as Talbot, Atkinson, and Atkinson (2004:256) when they state that:

> *The world is frequently portrayed as an increasingly uniform place from the point view of the number of languages used on our planet, not least by some of the media in Western countries where English is the dominant language. Despite this portrayal, however, its population continues to use a huge, if diminishing, variety of languages – most estimates are found 6,000 living languages. Nevertheless, whatever the real figure, languages are certainly disappearing all the time and this process seems to be accelerating.*

The study of language is one of the best parts of systematic enquiry, starting from classical India and Greece, with a general history of accomplishment. However, it is considered to be young. The main research programs of today evolved only about forty years ago, the time that the main objectives of the tradition were resumed and modified, and hence giving a way to a very fruitful and fertile inquiry.(Chomsky 2004:3)

Chomsky (2003:2) also states that a major fact of language is that speakers are permanently faced with expressions they never came across before and, still; they can use and comprehend easily. He says:

> *A very basic fact of language is that speakers are constantly confronted with expressions that they have never encountered in their previous linguistic experience and that they can nevertheless produce and understand with no effort.*

He continues to explain that ordinary linguistic capacities scale over unlimited disciplines and every speaker can produce and comprehend an endless number of linguistic expressions in everyday speech. Chomsky says, *"In fact, normal linguistic capacities range over unbounded domains: every speaker can produce and understand an unbounded number of linguistic expressions in normal language use"*.

Most people are fully aware that language exists in two forms, spoken and written (Dahish 2008:1). Some believe that spoken language existed before the written and some others do not go along with them. However, the majority believes that spoken language was superior to written language claiming that body language, which existed before both, is considered one type of spoken language.

Speaking is a productive skill which involves using speech to express ideas, feelings, and attitudes that carry meanings to others. When students of English as second language learners speak, they often think of their grammar, vocabulary, and the different functions of the language they use. They, for example, answer questions, ask for and give clarification and/or explanation and information, take part in discussions, greet others, respond appropriately, tell stories, etc. Learners also pay attention to the way they pronounce words and the intonation they use. There are also some interactions like correcting themselves, changing the content and/or style of their speech according to how their listener responds, starting to speak when someone else stops, and take part in conversations. (Spratt, Pulverness, and Williams, 2005:34)

Luoma (2004: I) stresses the importance of being able to speak in a foreign language, he states that:

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> *The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language…Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand is very surely the goal of many learners.*

Practicing the speaking skills in English is absolutely important. Therefore, learners often estimate their success in language learning in addition to the usefulness of the English course they have already done by measuring how well they sense their spoken language proficiency became much better. In this respect, Richards (2006:3-39) states that:

> *The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.*

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other. There are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors since they are purely subjective. A speaker can produce all the right sounds but not make any sense, or have great difficulties with phonology and grammar and yet be able to get the message across. Also, success in speaking depends to a great extent on the listener. Comprehension of spoken materials depends, among other factors, on the degree to which the listener is familiar with the speaker's accent and the degree to which they share background knowledge, and so what is a problem for one listener may not be a problem for another listener.

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1.1 Assessment and Testing

It is important now to make a distinction between assessment and testing. In relation to that, Salvia and Ysseldyke (2004:4) explain that:

> *Assessment is a process of collecting data for the purpose of making decisions about individuals and groups, and this decision-making role is the reason that assessment touches so many people's lives.*

They also indicate new types of assessments, like performance assessments and portfolio assessments. They say that these kinds of assessments are being used and refined. Some educators refer to these new forms of assessment as "alternative assessments" and sometimes as "authentic assessments". They continue to explain and state that: "*Testing, on the other hand, consists of administering a particular set of questions to an individual or group of individuals to obtain a score. That score is the end product of testing*".(ibid)

One can conclude that testing maybe part of the larger and more general process known as "assessment"; nevertheless, testing and assessment are, for sure, not synonyms.

However, according to Brown (2004:3) states that: "*A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain*". He then discusses the components of this definition in turns. He claims that, first, it is a *method*, i.e. a number of strategies, techniques, or tools which demand the subject to do an action. He (ibid) also adds:

> *To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator.*

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He then continues to say that a test must also *measure,* either a general ability or a specific knowledge depending on the test objectives. Next, he points out that a test measures *performance*, i.e. it implicitly measures a subject's competence. All in all, he states that a test should also measure a given discipline or field.

Brown explains (ibid):

> *In the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language-general competence in all skills of a language. Other tests may have more specific criteria. A test of pronunciation might well be a test of only a limited set of phonemic minimal pairs. A vocabulary test may focus on only the set of words covered in a particular lesson or unit. One of the biggest obstacles to overcome in constructing adequate tests is to measure the desired criterion and not include factors inadvertently.*

1.2 Definitions of terms

Testing: "Testing was something relatively new to applied linguistics in the 70s" as Richards states (2002, 23).

Pronunciation: Is the way a word or a language is usually spoken; the manner in which someone utters a word. Luoma (2004:11) defines pronunciation as *"The sound of speech"*, he says:"*Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation"*.

Grammar: Is the art of speaking with correctness or according to established usage and concerned with the right use and application of the rules of a language, in speaking or writing. It is the science of the principles of language; the study of forms of speech, and their relation to one another.

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***Vocabulary*:** Is a set of lexemes, each one having an assigned meaning. It is the particular selection or types of words chosen in speech or writing.

***Fluency*:** Is the smooth, uninterrupted, effortless flow of speech; speech that is produced easily, but not necessarily correctly. Norrish (1980: 127) defines fluency as:"*Ease and confidence in using these parts of the code a learner has experienced*".

***Comprehension*:** Is the act or fact of grasping or understanding the meaning, nature, or importance of what is being said or written. In other words, it is the sum of meaning and corresponding implications inherent in a term. It is the ability to understand the meaning or importance of something.

1.3 Hypothesis

It is anticipated that 4th year's students might have more problems than expected concerning pronunciation and fluency, and less problems in comprehension that they usually just memorize vocabulary and grammar rules without applying them correctly to the language use.

1.4 Aims of the Study

This study aims at generally assessing the speaking abilities of 4th year students at the University of Garyounis, English Department in terms of their pronunciation, fluency, and comprehension.

1.5 Scope and Limitations of the Study

This study has focused on analyzing some recorded samples of 4th year students at the department of English, Garyounis University. This study will assess the student's skill and discuss the different problems, if any, which encounter the students with possible resolutions for them, for the ability to express oneself in an appropriate, clear and correct way, is a crucial aspect in the speaking courses.

1.6 Significance of the Study

We hope that the results of this study have highlighted some of the problems of the speaking skill and its components which, eventually, will help to recommend and find solutions concerning these problems.

Chapter Two

Literature Review

Power in language is certainly not about what we might initially think of as 'powerful language' (drawing out the voices of others by shouting a lot, for instance). In this respect, Gal (1991:197) claims that:

> *Power is more than an authoritative voice in decision making; it's strongest from may well be the ability to define social reality, to impose visions of the world. Such visions are inscribed in language and enacted in interaction.*

From that we can see that the power of language is reflected on the language use especially in social interaction. Taking this further Weedon (1997:21) adds the view that:

> *Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed.*

The power of language is also reflected on our expressions to our different feelings and emotions. Indeed, it is a reflection of our personalities. Consequently, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

2.1 What is meant by "Speaking a Second Language"?

The speaking ability is the most difficult skill to assess, in his book "Testing English as Second Language" Harris (1969:81) states that:*"No Language skill is so difficult to assess with precision as speaking ability".*

Speaking is like writing. They are both productive skills which are famous of their sophistication and depth, since they both demand a verity of capacities, as Harris (1969: 81) when he says that:" *Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates".*

In investigation of the speech process, we shall then detect the following components: pronunciation, grammar, vocabulary, fluency, and comprehension. As Harris (1969:81) when he states that:

> *Either four or five components are generally recognized in analysis of the speech process:*
> *1. Pronunciation (including the segmental features-vowels and consonants- and the stress and intonation patterns)*
> *2. Grammar.*
> *3. Vocabulary*
> *4. Fluency (the ease of speed of the flow of speech)*
> *To these should probably be added 5. Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.*

As the researcher makes reference to a student's speaking skill, his talent to communicate on everyday language use with adequate flow of speech to keep his listener's concentration is the core of our interest unlike writing skill which tends to be a more formal complex skill. In this respect Harris (1969:82) states that:

> *In contrast with writing which is usually referred to as a formal sophisticated skill, when we refer to a student's skill in speaking a*

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second language, our fundamental concern is with his ability to communicate informally on everyday subjects with sufficient ease and fluency to hold the attention of his listener.

For this reason, our main concern when assessing oral abilities is not the organization of the subject's message and the contents of its idea, but his control of the signaling systems of English is what really matters.

2.2 Listening and Speaking

Any conversation would include both, a listener and a speaker, in which the listener listens to what the speaker is saying and hence responds appropriately to his words. From this we conclude that the two skills (speaking and listening) are almost always connected. In his book "Language Assessment: Principles and classroom practice", Brown (2004:140) says:

> *From a pragmatic view of language performance, listening and speaking are almost closely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Only in limited contexts of speaking (monologues, speeches, or telling a story and reading aloud) can we assess oral language without the aural participation of an interlocutor.*

Generally speaking, in real life the four language skills of listening, speaking, reading, and writing are generally integrated rather than occurring in isolation. For example, when taking part in a conversation we do both, listen and speak. As Imssalem (2001) points out, when we fill in forms, we read and write. Taking notes in a lecture involves listening and writing, she (2006) then continues:

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What does integration means? It means that we recycle the input
from a receptive skill into a productive one (output).
Reading   -------→   Writing   Reading   -------→   Speaking

Listening -------→   Speaking   Listening -------→   Writing

The correctness and effect of a test taker's listening skill color the observation of the speaking as a productive skill that can be practically and immediately observed, this correctness and impact necessarily accommodate the reliability and validity of an oral production test. In respect with that, Brown (2004: 140) states that:

> *How do you know for certain that a speaking score is exclusively a measure of oral production without the potentially frequent clarification of an interlocutor? This interaction of speaking and listening challenges the design of an oral production test to tease apart, as much as possible, the factors accounted for by aural intake.*

2.3 Language Testing

Chapelle and Brindy (2002, 284) argue that assessment tended to take the form of proficiency testing, based on general ability constructs, which was largely unconnected to the curriculum.

When language tests unluckily fail to measure accurately whatever it is they intended to measure, this can have a harmful impact on teaching and learning. Thus, the most important point in constructing and developing a test is the use for which it is intended, the most important quality of a test is its usefulness. (Batchman & Palmer, 1996:17)

2.4 Oral Production

Defining the speaking skill is a very important step before assessing the student's performance of it. In this respect Mead and Rubin (2007:1) state that:

> *Defining the domain of knowledge, skills, or attitudes to be measured is at the core of any assessment. Most people define oral communication narrowly, focusing on speaking and listening skills separately. Traditionally, when people describe speaking skills, they do so in a context of public speaking. Recently, however, definitions of speaking have been expanded (Brown 1981).*

Mead and Rubin (2007:3) explain that the definition of speaking was developed by a number approaches and/or trends. One trend has focused on communication activities that reflect a number of settings such as one-to-one, one-to-many, small group, or even mass media. A second approach has been to focus on the use of these communication activities in order to achieve certain aims like informing, persuading, and solving problems. Another trend has focused on basic abilities needed for daily life, for instance, ask for and give information, giving directions, etc.

From that one can certainly notice that oral communication is, without doubt, an interactive process in which an individual, by turns, occupies the roles of speaker and listener using both verbal and nonverbal communication.

Communication is a hazardous task since it demands the listener or the reader to make an effort of imagination to decode the speaker's or the writer's message without misunderstanding. This drives to the point that people's understanding of any language is indirectly related to one's belief around the world or/and his culture.

This leads to the assumption that meaning is 'negotiated' between participants in an interaction, as it were 'out there' in a social space. Such an approach may be ascribed to de Saussure (1960:13) who wrote:

> *If we could embrace the sum of word-images stored in the minds of all individuals, we could identify the social bond that constitutes language. It is a storehouse filled by the members of a given community through their active use of speaking, a grammatical system that has a potential existence in each brain, or, more specifically, in the brains of a group of individuals. For language is not complete in any speaker; it exists perfectly only within a collectivity. (ibid)*

Sometimes it is even difficult to test native speakers in their own language, so, what would it be to test them in another language? In this respect, Bialystok argues that "*what is crucial here is <u>control</u> of the input, to ensure that it is compatible with the learner's metal representation of the language at each stage of the learning process.*"

2.5 Testing Oral Production

Ever since the Communicative Language Teaching approach returned in Britain in the late 1960s, there has been a growing need for efficient test devices by which examinees' oral communicative competence can be validly and reliably measured. Nevertheless, assessing non-native English speakers' (NNS) ability to properly and correctly use the language in everyday conversations is still problematic, since there seems to be no validated, contributable, available and practical test for measuring it. (Moritoshi, 2002)

Regarding the assessment of oral production skills, Luoma (2004: I) points out that:

> *Speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgments about a range of aspects of what is being said, as it is being said.*

For testing speaking ability, a number of instruments can be used, to mention a few: tape records, reading aloud, or even describing a photo. From this we can see that face-to-face interviews are not the only way to test the speaking skills, but also we have so many other methods as the ones mentioned above. In concern with tape records, in his book "Language Testing" (2000:81), McNamara states that:

> *Tape records can be used in the administration of speaking tests. Candidates are presented with a prompt on tape and are asked to respond as if they were talking to a person, the response being recorded on tape. This performance is then scored from the tape. Such a test is called a semi-direct test of speaking, as compared with a direct test format such as a live face-to-face interview.*

Arthur (1989), argues that testing writing has the same essential dilemma as testing speaking. He explains that we expect the subjects to render tasks we establish with reference to everyday language use. These tasks should implicitly evoke and draw out manners which really exemplify the subjects' ability; all in all, these examples of manners and behavior will finally be recorded validity and reliability.

In an article published in (2008), entitled "Assessing Interactive Oral Skills in EFL Contexts", Beale mentioned that when assessing oral general proficiency, it should be independent of a particular syllabus and concentrate more on one's ability of using the language appropriately and correctly in everyday life. This means that the process of assessment should be independent of such tasks as summarizing technical data, or describing statistics, for these would demand particular language and presentation skills.

He also claims that real life oral proficiency should not be assessed indirectly; in other words, indirect assessment in this case would be of no value or it may have a very limited one. Regarding EFL contexts, he points out the cultural differences that should be taken into consideration. He says:

> *In EFL contexts, such as Japan, testees are often quite unfamiliar with western cultural references and modes of behavior, and so the design of test items needs to be as culturally neutral as possible without being too vague.*

However, Weedon (1997:35) says that during any teaching program, informal assessment should take place in order to assure that the process is done and the students' needs are finally met.

Most experts in the field of language teaching and language testing agree upon the fact that it is quite difficult to assess this type of language use "Speaking". Consider the claim by Luoma (2005:1) who states that: *"Speaking as a major construct for testing is likewise divided into different criteria with highly diverse applications."*

He also adds that knowing exactly what one desires to test and how to conduct the test desired requires applicable theories and, of course, valid results.

There are three major purposes, as theorists suggest why testing speaking is so different from other types of tests. The first problem is the nature of the skill itself since it is very hard to define and yet it is difficult to find testing criteria. Secondly, the level of the subjects being tested would be problematic, too. How to make them speak in the first place and then identify their role while the process of speaking is continuing presents another matter. A third set of difficulties originates when one deals with oral tests like any other ordinary tests.

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From this we can see that most theorists stress the importance of the test itself and put it in the first place, and then comes the importance of the subjects themselves.

In respect with this, Hingle and Linington (1997:2) argue that in oral tests, however, the priority is reversed. The people involved are important, not the test, and what goes on between tester and testee may have an existence independent of the test instrument and still remain a valid response.

"How are speaking skills assessed?" is a question that is frequently asked regarding the difficulties of assessing this skill. Many have tried to answer this question and came up with numerous answers take, for example, Mead and Rubin's (1985: 4) who suggested two methods for this type of tests:

> *Two methods are used for assessing speaking skills. In the observational approach, the student's behavior is observed and assessed unobtrusively. In the structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated. The task can be administered in a one-on-one setting -- with the test administrator and one student -- or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic.*

Another example is what Knight (1992:293) argues for the importance of an oral assessment in EFL, he says:

> *Speaking skills are often considered the most important part of an EFL course, and yet the difficulties in testing oral skills frequently lead teachers into using inadequate oral tests or even not testing speaking skills at all.*

This is, in fact, true that they yet did not find criteria or a standard approach for testing this skill. In relation to that, Peltak (1998:3) suggests criteria for the content of assessment:

> *Assessment of oral communication for all students should include assessment of both verbal and nonverbal aspects of communication and should consider competence in more than one communication setting.*

Underhill (1989:22) discusses some general types of oral tests in attempt to describe some elicitation techniques. He claims that there are more than sixty techniques and variations. He also points out that the marking system is a vital part of an oral test and must be integrated into the whole process of test design from the beginning to the end. Moreover, he says that in any kind of experiment you watch closely to see what the results are; if it doesn't work well, you change the design and try it again which requires an effective system for evaluation.

As one talks about a speaking test, s/he talks about the instruments used in that test. Test instruments would either be an oral interview which can vary from five to forty-five minutes depending on the aim of the interview. In respect with that, Brown (2004:167) claims:

> *When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview, which maybe tape-recorded for re-listening, is then scored on one or more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistics/ pragmatic appropriateness, task accomplishment, and even comprehension.*

Or scored oral interviews. As the subject speaks, usually the score is given while the interview is taking place. Harris (1969) in this respect compares scored interviews when testing speaking to composition when testing writing. He says:

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> *Parallel to the composition is the scored interview as a device for assessing oral competence. Both are classed as free response tests. Compositions for writing and interviews call for speaking. The chief differences between these two devices are: (1) the examiner must provide a large number of cues though out the performance; (2) the evaluation is generally made during the actual production of the responses.*

Ellawaj (2009) wrote in her thesis that 4th year students at Garyounis University face difficulties concerning learning the speaking skill and has recommended a number of solutions to improve their performance level. She says that they have a limited amount of vocabulary, less problems concerning accuracy, disorganization in speech and finally speech production obstacles. She recommends that the learning process is better done in small classes to simplify the monitoring process. She also suggests teaching listening and speaking integratively with providing the new vocabulary in advance of the lesson, encouraging the students to speak English as much as they can even outside the classroom, preparing the laboratories very well before the lesson, students should have the maximum opportunity to speak even in other classes since the speaking skill teacher can ask the other teachers to ask their students to make presentations about certain topics, and finally using the elicitation technique to encourage the students to speak more. Moreover, direct correction is not very recommended since this could be way too embarrassing to most of the students. Indirect correction of their incorrect language is highly recommended.

In her study " The Speaking Skill of the Final Year of Secondary School Students in Benghazi: A Case Study" Faraj (2009) has found that these students have a remarkable linguistic competence, highly motivated to speak English despite the few problems they have. She claims that these problems

are due to the teaching methodology and recommends practice and exercise inside the classroom.

Faraj (2009: ibid) recommends that students should always be given the chance to express themselves freely and communicate with each other and, hence; she stresses the importance of teaching the language communicatively and suggests teachers training for the curriculum which is being taught.

Chapter Three

Data Analysis and Interpretations

To meet the objectives of this research, the data collection will contain an analysis of the test results. Moreover, other information is to be obtained using different resources like libraries and internet.

3.1 Data Collection

Thirty subjects of this study were students at Garyounis University during the academic year 2007/2008 and the other thirty were students at the same university but during the academic year 2008/2009. The sixty students were chosen randomly. The subjects had to have a three-part interview with the researcher and this interview did not last for more than twelve minutes for each pair.

3.2 Interviewing the Students

The subjects of this study had had to sit face to face with the researcher with the tape recorder in the middle and both subjects are sitting next to each other then the researcher gives instructions and detailed description of the whole three parts.

3.3 Procedures and Instruments of the Study

When designing the assessment tasks, we made sure they are close to what Brown (2004) calls (responsive speaking), he says:

> *Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances.*

The test-taker hears a set of questions and then should respond with at least one sentence to each question, some questions are usually followed by follow up questions depending on the subject's previous response to the main question, since these questions used in this research can be one type of questions that elicit open-ended responses. In his book "Language Assessment: Principles and classroom Practices" Brown (2004:160) illustrates with examples this type of questions (questions eliciting open-ended response):

> *Test-takers hear:*
> *1. What do you think about the weather today?*
> *2. What do you like about the English language?*
> *3. Why did you choose your academic major?*
> *4. What kind of strategies did you use to help you learn English?*
> *5. a. Have you ever been to the United States before?*
> *   b. What other countries have you visited?*
> *   c. Why did you go there? What did you like best about it?*
> *   d. If you could go back, what would you like to do or see?*
> *   e. What country would you like to visit next?*
> *Test-takers respond with a few sentences at most.*

In respect with open-ended tasks, Luoma (2004: 48) states that:

> *The main purpose in open-ended tasks is to get the examinees to __do__ something with language as n indication of their skills. This can be a relatively long activity, such as giving a presentation, or a short, function-based action like making a request. The longer the activity, the more potential freedom the examinees have for*

responding to it, tough task instructions may provide some content guidance for them.

One of the most important features of a test is its practicality. Brown (2004:18) refers to this point by saying:

> *An effective test is practical. This means that it*
> ▪ *stays within appropriate time constraints,*
> ▪ *is relatively easy to administer, and*
> ▪ *is not excessively expensive,*
> ▪ *has a scoring/evaluation procedure that is specific and time-efficient.*

The test will be administered in three parts, each part does not last more than four minutes.

3.3.1 Interview

The first part is an interview (a two-way communication in which both the tester and the subjects are involved). The subjects will be asked questions about themselves: where they live, study, or work, what interests do they have, and such questions of what we usually call "Breaking the Ice", so the subjects become more relaxed and comfortable.

3.3.2 Presentation

The second part is an individual presentation (a one-way communication in which only the subjects are speaking while the other is only listening). The subjects will be asked to give a short presentation on one of a number of general topics (An estimate number of 28 topics like travelling, raising children, working mothers, going on a holiday to space, etc.) according to their experience about the topic chosen (They pick one of a number of folded colored papers that were put in a nice yellow box each paper contains a name of one topic).

3.3.3 Debate

Part three, on the other hand, will be a debate (a two-way communication) in which there will be a kind of discussion and information exchange about one of the topics they talked about in the 2nd part between two subjects while the test rater is listening to both of them.

3.4 Data Analysis

There are many ways for analyzing the data collected for any piece of study from which the researcher chooses a number of criteria for each component. These criteria are typical scales used with interviews and were taken as they are from Harris's Book (1969:84) *Testing English as a Second Language.* The criteria have numeral values 2, 4, 6, 8, 10 points as marks for each criteria.

3.4.1 Pronunciation

1- Has few traces of foreign accent (10 marks for this point).

2- Always intelligible, though one is conscious of a definite accent (8 marks for this point).

3-Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6 marks for this point).

4-Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4 marks for this point).

5- Pronunciation problems so sever as to make speech virtually unintelligible (2 marks for this point).

3.4.2 Fluency

1- Speech as fluent and effortless as that of a native speaker (10 marks for this point).

2- Speed of speech seems to be slightly affected by language problems (8 marks for this point).

3- Speed and fluency are rather strongly affected by language problems (6 marks for this point).

4- Usually hesitant; often forced into silence by language limitation (4 marks for this point).

5- Speech is so halting and fragmentary as to make conversation virtually impossible (2 marks for this point).

3.4.3 Comprehension

1- Appears to understand everything without difficulty (10 marks for this point).

2- Understands nearly everything at normal speed, although occasional repetition may be necessary (8 marks for this point).

3- Understands most of what is said at slower than normal speed with repetitions (6 marks for this point).

4- Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions (4 marks for this point).

5- Cannot be said to understand even simple conversational English (2 marks for this point).

3.5 Analysis of the Test

Pronunciation, fluency, and comprehension are very important features of the skill of oral production. They form a spectacular team which plays an amazingly amusing game, a game that we play almost all the time of the day in order to interact with the surrounding people or even circumstances, the game that needs a magnificent skill, the speaking skill.

3.5.1 Pronunciation

Pronunciation, as mentioned earlier in chapter 1, refers to the way or manner a language is spoken no matter what dialect it was spoken within. In general, it is the way in which we pronounce a word.

As people speak, they produce or/and pronounce sounds or units of sounds. The branch of linguistics that studies these units is called ***Phonetics.*** Pronunciation is a matter of habit, although it has been said that the habit formation theory of language learning is no longer held to be truth. This practice will include stress patterns and the division of words into syllables. As it has always been said "practice makes perfect" this saying can totally go along with pronunciation learning. However, when learning accents of languages there has always been this dilemma of adults preferring to avoid producing such sounds which they refer to as "funny" because they are afraid of looking silly in front of the others. All in all, it depends in a way or another on the learners' personalities: sociable, shy, outgoing, preserved…etc.

Moreover, errors made by students learning a second language can be all attributed to many major reasons and/or causes from which the researcher mentions a few: Carelessness which, as he says, is not always the students' mistake, but it might be the materials used in teaching or the way in which the target language was presented which, in turns, leads to the lack of motivation. Another important reason, although less major, is mother tongue interference: first language habits transfer into second language learning errors. Also translation from and into the mother tongue can lead to difficulty if the two languages (first and second languages) are so different.

In terms of pronunciation, it has been noticed that most students add a lot of epenthetic vowels, for example: to pronounce "words"/wɜ:dz/, they say/wɜ:dɪz/, or they use the sound /f/ instead of /v/ to pronounce, for example, for the word "television" /telivɪʒn̩/ they say /telifɪʒn̩/. They also have a problem in pronouncing the sound /b/, so they use the sound /p/ instead for example, they pronounce the word "robots" / rɜ:bɒts/ as /rɜ:pɒts/. And vice versa, they use the sound /p/ instead of /b/ in some words like "because" /bikɒ:z/ and they say /pikɒ:z/ instead.

However, these problematic sounds become easier and easier to pronounce as the students practice them. Nevertheless, when these students become more sufficient in the language and start to concentrate more on the message conveyed rather than its pronunciation, they make mistakes just like native speakers who ignore or nearly do not notice the errors in the course of a conversation. Furthermore, the age factor can have a great effect on the process of pronunciation learning, that the elderly learners can learn the language less professionally while younger learners can learn faster, easier, and even become indistinguishable from native speakers. However, the older people's capacities are bigger and they use more sophisticated expressions.

3.5.1.1 Part I

The following table shows the general statistics of the first part of the interview in terms of pronunciation only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		7.1000
Median		7.0000
Mode		6.00
Std. Deviation		1.62293
Variance		2.63390
Range		8.00
Minimum		2.00
Maximum		10.00
Sum		426.00

Table (1)

As shown in table (2), the first part of the interview has shown that about 12% of the subjects, that is 7 students, have few traces of foreign accent. They actually speak the language in a very good way almost compatible with the native accent.

Have few traces of foreign accent (10 Marks)

		Frequency	Percent
Valid	No	53	88.3
	Yes	7	11.7
	Total	60	100.0

Table (2)

This indicates that very few students can speak well and utter words and sounds correctly.

However, as one can notice from table (3), 38% of the subjects, that is 23 students out of 60, were always intelligible, though one is conscious of a definite accent. They speak English well, but not as perfect as native speakers.

27

Always intelligible, though one is conscious of a definite accent (8 Marks)

		Frequency	Percent
Valid	No	37	61.7
	Yes	23	38.3
	Total	60	100.0

Table (3)

As shown in table(4), 45% of the subjects, that is 27 students, have pronunciation problems which necessitate concentrated listening and occasionally lead to misunderstanding. So they try to speak good English, but they still need to be exposed more to the language.

Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)

		Frequency	Percent
Valid	No	33	55.0
	Yes	27	45.0
	Total	60	100.0

Table (4)

Only 3% of the subjects who represent 2 students are very hard to understand because of pronunciation problems, as shown in table (5). Consequently, they must frequently be asked to repeat. These students speak very bad English which makes their speech very incomprehensive.

Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4 Marks)

		Frequency	Percent
Valid	No	58	96.7
	Yes	2	3.3
	Total	60	100.0

Table (5)

Finally, as shown in table (6), almost 2% of the subjects have pronunciation problems that are so sever as to make speech virtually unintelligible and almost impossible to be understood. These represent only one student.

Pronunciation problems so severe as to make speech virtually unintelligible (2 Marks)

		Frequency	Percent
Valid	No	59	98.3
	Yes	1	1.7
	Total	60	100.0

Table (6)

Pronunciation

Part I

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out Of (10)
1				√		4
2		√				8
3			√			6
4			√			6
5			√			6
6			√			6
7	√					10
8		√				8
9			√			6
10		√				8
11		√				8
12		√				8
13			√			6
14		√				8
15		√				8
16		√				8
17		√				8
18			√			6
19	√					10
20	√					10
21		√				8
22			√			6
23			√			6
24		√				8
25		√				8
26		√				8
27			√			6
28			√			6
29		√				8
30		√				8

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
31			√			6
32			√			6
33			√			6
34			√			6
35			√			6
36			√			6
37	√					10
38		√				8
39		√				8
40			√			6
41		√				8
42			√			6
43	√					10
44		√				8
45			√			6
46		√				8
47	√					10
48		√				8
49			√			6
50			√			6
51	√					10
52		√				8
53			√			6
54				√		4
55			√			6
56			√			6
57					√	2
58			√			6
59		√				8
60			√			6

3.5.1.2 Part II

The following table shows the general statistics of the second part of the interview in terms of pronunciation only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		6.9000
Median		6.0000
Mode		6.00
Std. Deviation		1.81985
Variance		3.31186
Range		10.00
Minimum		.00
Maximum		10.00
Sum		414.00

Table (7)

In the second part of the interview, as shown in table (8), about 10% of the subjects, who represent 6 students, have few traces of foreign accent. This does not represent a big difference than their performance in the first part which was 12% for this point of the test (i.e. the foreign accent)

Has few traces of foreign accent (10 Marks)

		Frequency	Percent
Valid	No	54	90.0
	Yes	6	10.0
	Total	60	100.0

Table (8)

As shown in table (8), 38% of the subjects, that is 23 students out of 60, were always intelligible, though one is conscious of a definite accent. These

students speak the language well, but still; you cannot tell which accent is that. Some students mix different accent in one sentence.

Always intelligible, though one is conscious of a definite accent (8 Marks)

		Frequency	Percent
Valid	No	37	61.7
	Yes	23	38.3
	Total	60	100.0

Table (9)

In table (10), one can see that 42% have pronunciation problems which necessitate concentrated listening and occasionally lead to misunderstanding and this percentage represents 25 subjects. These subjects need more exposure to the language.

Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6 Marks)

		Frequency	Percent
Valid	No	35	58.3
	Yes	25	41.7
	Total	60	100.0

Table (10)

Only 8% of the subjects who represent 5 students are very hard to understand because of pronunciation problems. As a result of that, they must frequently be asked to repeat. This can be illustrated in table (11).

Very hard to understand because of pronunciation problems. Must frequently be asked to repeat(4)

		Frequency	Percent
Valid	No	55	91.7
	Yes	5	8.3
	Total	60	100.0

Table (11)

As shown in table (12), No subjects have pronunciation problems that are so severe as to make speech virtually unintelligible. Although they do not speak the language very well, they are still comprehensible.

Pronunciation problems so severe as to make speech virtually unintelligible (2)

		Frequency	Percent
Valid	No	60	100.0

Table (12)

Pronunciation

Part II

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
1			√			6
2		√				8
3			√			6
4				√		4
5			√			6
6			√			6
7	√					10
8			√			6
9			√			6
10		√				8
11			√			6
12		√				8
13			√			6
14		√				8
15		√				8
16			√			6
17		√				8
18		√				8
19	√					10
20	√					10
21		√				8
22			√			6
23			√			6
24		√				8
25		√				8
26		√				8
27			√			6
28		√				8
29		√				8
30		√				8

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
31			√			6
32		√				8
33			√			6
34			√			6
35				√		4
36			√			6
37	√					10
38			√			6
39		√				8
40			√			6
41			√			6
42			√			6
43			√			6
44	√					10
45		√				8
46		√				8
47	√					10
48		√				8
49				√		4
50			√			6
51		√				8
52		√				8
53			√			6
54				√		4
55		√				8
56			√			6
57	Refused to speak					0
58				√		4
59		√				8
60			√			6

3.5.1.3 Part III

The following table shows the general statistics of the third part of the interview in terms of pronunciation only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		7.1667
Median		8.0000
Mode		6.00ᵃ
Std. Deviation		1.77713
Variance		3.15819
Range		8.00
Minimum		2.00
Maximum		10.00
Sum		430.00

a. Multiple modes exist. The smallest value is shown

Table (13)

In the third part of the interview, it has shown as in table (14), that only 15% of the subjects (9 students) have few traces of foreign accent. This indicates that very few students can speak English well and utter words and sounds correctly and this is a very low percent for 4th year students that will graduate soon to go and teach the language they are learning now.

Has few traces of foreign accent (10)

		Frequency	Percent
Valid	No	51	85.0
	Yes	9	15.0
	Total	60	100.0

Table (14)

However, as shown in table (15), 38% of the subjects, that is 23 students out of 60, were always intelligible, though one is conscious of a definite accent. So they are comprehensible, but one cannot recognize what accent they speak in.

Always intelligible, though one is conscious of a definite accent (8)

		Frequency	Percent
Valid	No	37	61.7
	Yes	23	38.3
	Total	60	100.0

Table (15)

As illustrated in table (16), 38% have pronunciation problems which necessitate concentrated listening and these problems occasionally lead to misunderstanding of most of what is being said, like the replacement of some sounds with others. This percentage represents 25 subjects.

Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)

		Frequency	Percent
Valid	No	37	61.7
	Yes	23	38.3
	Total	60	100.0

Table (16)

Only about 7% of the subjects, who represent 4 students, are very hard to understand because of pronunciation problems. As shown in table (17), Consequently, they must frequently be asked to repeat. Maybe because the voice is too low and this is usually due to lack of self- confidence, tongue twist, the nature of the voice itself, or maybe a physical defect that some people have this very loose tongue which makes their speech usually not very clear.

38

**Very hard to understand because of pronunciation
problems. Must frequently be asked to repeat(4)**

		Frequency	Percent
Valid	No	56	93.3
	Yes	4	6.7
	Total	60	100.0

Table (17)

As shown in table (18), only about 2% of the subjects (1student) have pronunciation problems that are so severe as to make speech virtually unintelligible. Even if the subject repeats what is not being understood, s/he will still be incomprehensible since s/he has severe problems concerning pronunciation.

**Pronunciation problems so severe as to
make speech virtually unintelligible (2)**

		Frequency	Percent
Valid	No	59	98.3
	Yes	1	1.7
	Total	60	100.0

Table (18)

Pronunciation

Part III

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
1			√			6
2		√				8
3		√				8
4			√			6
5		√				8
6		√				8
7	√					10
8		√				8
9		√				8
10		√				8
11			√			6
12		√				8
13			√			6
14		√				8
15			√			6
16		√				8
17		√				8
18			√			6
19	√					10
20	√					10
21		√				8
22		√				8
23			√			6
24			√			6
25		√				8
26		√				8
27			√			6
28			√			6
29			√			6
30			√			6

40

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
31			√			6
32			√			6
33			√			6
34			√			6
35				√		4
36			√			6
37	√					10
38			√			6
39		√				8
40		√				8
41				√		4
42			√			6
43	√					10
44		√				8
45	√					10
46		√				8
47	√					10
48		√				8
49			√			6
50		√				8
51	√					10
52		√				8
53			√			6
54				√		4
55	√					10
56			√			6
57					√	2
58				√		4
59		√				8
60			√			6

Examples:

1) Q: what would you like to be in the future?

St: I want to be a /tit□ar/.

2) Q: What's your favourite color?

St: I like /praun/.

3) I will be /kumbli:t/ my study, do /ma:star/ ah.. and.. eh and ah err I dream, my dream (and then she uses Arabic words to say hopefully it becomes true although I told them already that Arabic is banded) .. but I err go err a western country and eh do ..eh complete my study and become a doctor.. and err come here later eh and teach /stjuant/.

4) Q: What makes people happy in your opinion?

St: err whe they have friends and eh when they have friends and eh friends and their /w□rk□s/and family, when they have a family.

5) Q: how do you spend your time being silent?

St: yeah, because it's interesting when… I feel so /hæbi/ when /sailiŋ/, not talking to /bi:bul/..so, silence have me to think well, just afraid from the world.

6) Q: what is your favorite website?

St: in the /ba:st/ I used to go to the /□ntarnet/ and /□ek/ information and /□æt/.

7) Q: Can you describe your flat?

St: amm… small.. we have two /bæ□ru:m/ and three /bædru:m/..emm..my /bædru:m/..emm… my /bædru:m/ eh.. not very small..eh.. okay..

8) TV Programs

TV /brugra:mz/ I think it is … eh.. /s□mtaim□z/.. eh… it's.. eh.. gives.. eh.. for us.. eh.. eh.. like /taib/ of knowledge.. I think it's benefit when we.. eh.. get from it useful things that you may be follow it /esbi□ali/ about Islamic

/brugramz/ or about home /br□gramz/ that help us to know more /□iŋ□z/ that we… don't know especially about….

9) Shopping

Me myself as a matter of fact, I don't like shopping at all. (laugh) Maybe ecause eh.. when I eh.. go ..eh .. to..eh the shops, eh to the shopping..eh ..to the shop, I don't..eh.. I don't find what I want. Maybe another king of /kl□:ð□z/ another /tai□b/ and I like styles to wear suitable and for my personality, I don't like this..eh ..this.. eh /kl□ð□z/, this..eh.. this..eh..that we will look nowadays, it's not suitable for me.

10) Wedding Parties

Eh.. I like wedding.. eh.. /ba:rti:z/ maybe ..eh.. wedding /ba:rti:z/ makes me /hæbi/ or..eh..emm…my.. eh.. when my /sistar□z/ eh have gone and gets married eh all the time. May be wedding eh /west/ the time.

11) Raising children

I think raising /t□ild□r□n/..eh… /s□mtaim□z/ is bad /s□mtaim□z/is good for me..eh.. it's bad..eh../f□regz□mb□l/ in future when I have baby..eh.. I ike..eh..eh.. in future.. eh..maybe.. maybe.. eh.. I /ki:b/ my baby..ah..eh..err..i don't know..eh.. I /ki:b/ clean and don't……

12) Working Mothers

A: Do you think eh… the working /m□ð□r□z/ have advantages or disadvantages?

B: Of course disadvantages.

A: Why?

B: Because it's so difficult to take care of his, her house and their children. It's so difficult.

13) *Animals*

A: Yeah. You know, I like…I don't like any kind of (…….) even (….) I don't like it, but animals I ..ok.. kind animal nice animal I like it , but cats not I think it's not nice animal, my openion.

B: But I think it's something like /bɜ:rd□z/ or eh just sophisticated and lovely animals I think /bɜ:rd□z/ but not dogs.

14) *Childhood – The Best Time of Life*

A: /t□ildhu:d/ I think eh when I was child it's diffi…ah..eh.. you can…eh do many thing /esbi□ali/ we are /girl□z/ many thing we can /d□:/ it from the beginning legally /f□regzamb□l/ get out and play.

B: But it's very different between the boy and the girl when they child…eh.. the boy.. eh..eh..in the.. m.. many /taim□z/ .. ah.. he can take out in the..at…tree in the park with his father.. eh.. and.. he.. eh.. and he can go any place, but /ge□r/ is..eh.. more..eh more difficult.. and eh more used to her mother.. eh.. so /s□mtaim□z/ ah in many /taim□z/ .. eh.. she take.. eh.. in the cooking.. ah..in.. ah.. in the kitchen with.. eh..with her mother with dollies watching TV not like the boy, you /□nar□stænd/ me?

15) *Robots.*

A: What do you think about /r□p□ts/ a… ah.. because they are complex so when I was with.. ah.. one of my friends I .. we were /t□kin/ about /r□p□ts/.. I said it is annoying thing to have / r□p□ts/ in your life.. to take over your life and control you.. but I would like to listen to your openion.

B: Well, I think that robots are vey comfortable.. ah.. they don't take over your life, but they help make it so much easier.

16) Robots.

A: What do you think about /r□p□ts/ a… ah.. because they are complex so when I was with.. ah.. one of my friends I .. we were /t□kin/ about / r□p□ts/.. I said it is annoying thing to have / r□p□ts/ in your life.. to take over your life and control you.. but I would like to listen to your openion.

B: Well, I think that robots are very comfortable.. ah.. they don't take over your life, but they help make it so much easier.

17) Shopping

A: Do you like to go shopping?

B: I like to go with dad, only my dad… ah... I don't like to go with my brother or my sister, only with my dad and mom.

A: I hate to go with my father he hate /□ ɓiŋ/ he say to me you difficult to decide.. eh.. choosing a clothes and he say, "come on, come on" I hate this. I like to go with my brother and my sister, maybe my mom.

18) Family

A: MY family is.. eh.. from.. my family actually two brothers, two sister.. eh.. one of my /sistar/ is married.. and eh.. the other one is engaged.. ah.. we are very closed family that we love each other, because eh.. eh.. we always, we live together for many long time and.. ah.. we loved each other.. ah.. my fa.. ah.. my brother is like my father to me because my father is dead, he's always too close to me gives me everything I want.. my mother also she is a very a great woman because she sacrifies a lot, she left her family.. for.. eh.. for.. for us.. and.. eh I love them so much. I don't know why you said your family is not closed for you because I think the family is the only one that must be closed to you.

B: We have.. we live in a.. in a different.. ah.. o.. in this world, every single have a have a very different kind of behaviors and thoughts and ideas and all

that when come together, you just, you can't say my family.. eh.. when I live my family I just feel like amm supported amm I am loved.. ah.. your family is not like my family, it's not like her family it's not like any other family.. ebery single family is different from the other.

19) Raising Children

A: You hope married in the future?

B: Yeah. I would like.

A: After married, what would you?

B: I would like.. eh.. to have babies.. eh.. I would like to have work for them.. eh.. mm.. everything you should be good mother for them.. you.. eh.. you know.. ehhh.. you should be have for them good life.. eh.. good /ble□s/.. eh don't feel them.. eh.. they are nothing in you.. eh..

3.5.2 Fluency

Fluency is as important as accuracy in language teaching. However, most learners have this fear of appearing silly in front of the others if they commit a tiny mistake and this factor apparently affects the speaking skill since it clearly leads to hesitations and stuttering. The most important factor of fluency is not the accuracy, but indeed, it is whether the message was successfully conveyed or not.

Fluency requires learners to draw on their memory-based system, accessing developing ready-made chunks of language, and when a problem arises, using communication strategies to get by; in this case, then, the kind of processing learners engaged in is semantic rather than syntactic.

Slips in speech are more likely to happen than in written language and this can be attributed to the shortness or lack of time for corrections. Even native speakers usually hesitate when they speak, i.e. they sometimes speak with hesitation. Furthermore, they unconsciously make mistakes and hesitations of which they are unaware unless they hear a recording of themselves while they are speaking. Learners usually feel that they should not hesitate when they speak a second language despite the fact that when they speak in their first language, they focus more on the information the listener receives than whether these information are grammatically correct or not; or whether they actually hesitate while speaking or not.

In order of fluency to take place, while practicing to learn the language, teachers should stand aside and let students find their own way and speak freely with or without errors and do not stop them to correct their errors or slips; this is the only way to raise the students' self-confidence and encourage them to speak with no chains. As they practice the language and earn more knowledge about it, they become able to correct themselves while speaking (feedback) and also become more sufficient as speakers of a second language.

3.5.2.1 Part I

The following table shows the general statistics of the first part of the interview in terms of fluency only.

47

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		7.2000
Median		8.0000
Mode		8.00
Std. Deviation		2.12172
Variance		4.50169
Range		8.00
Minimum		2.00
Maximum		10.00
Sum		432.00

Table (19)

In this part of the interview, it has been shown as in table (20) that the speech of 13 subjects (about 22% students) is as fluent and effortless as that of a native speaker. They speak the language perfectly well that they become exactly native like. The flow of their speech is excellent as well as their self-confidence.

Speech as fluent and effortless as that of a native speaker (10)

		Frequency	Percent
Valid	No	47	78.3
	Yes	13	21.7
	Total	60	100.0

Table (20)

As shown in table (21), speed of speech seems to be slightly affected by language problems for 35% of the subjects who represent 21 students. Problems like hesitation, slips, and errors which are usually due to carelessness, inhibition, mother tongue interference, etc.

**Speed of speech seems to be slightly
affected by language problems(8)**

		Frequency	Percent
Valid	No	39	65.0
	Yes	21	35.0
	Total	60	100.0

Table (21)

For about 28% of the subjects (17 students), speed and fluency are rather strongly affected by language problems, this can be seen in table (22). In this case the problems are more severe than the previous point.

**Speed and fluency are rather strongly
affected by language problems (6)**

		Frequency	Percent
Valid	No	43	71.7
	Yes	17	28.3
	Total	60	100.0

Table (22)

As shown in table (23), about 12% of the subjects (only 7 students) are usually hesitant and often forced into silence by language limitation. Their linguistic competence is very narrow that sometimes the subjects cannot find the sentences to compound and use in speech, so they just go silent since they have nothing to express themselves with.

**Usually hesitant; often forced into
silence by language limitation (4)**

		Frequency	Percent
Valid	No	53	88.3
	Yes	7	11.7
	Total	60	100.0

Table (23)

49

The speech of only 3% of the subjects (2 students only) is so halting and fragmentary that the conversation can become virtually impossible, as illustrated in table (24). These subjects either do not reply when one speaks to them in English, or they utter incomprehensible sentences, and even if the sentences are correct, the too much pausing can cause the listener to lose track and not understand the speaker's point.

Speech is so halting and fragmentary as to make conversation virtually impossible (2)

		Frequency	Percent
Valid	No	58	96.7
	Yes	2	3.3
	Total	60	100.0

Table (24)

Fluency

Part I

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
1					√	2
2		√				8
3		√				8
4			√			6
5		√				8
6		√				8
7	√					10
8		√				8
9			√			6
10			√			6
11		√				8
12		√				8
13		√				8
14			√			6
15			√			6
16			√			6
17	√					10
18		√				8
19	√					10
20	√					10
21	√					10
22		√				8
23				√		4
24		√				8
25		√				8
26	√					10
27			√			6
28			√			6
29		√				8
30		√				8

51

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
31			√			6
32			√			6
33			√			6
34			√			6
35			√			6
36			√			6
37	√					10
38		√				8
39	√					10
40		√				8
41			√			6
42				√		4
43	√					10
44		√				8
45	√					10
46	√					10
47	√					10
48		√				8
49				√		4
50				√		4
51	√					10
52		√				8
53			√			6
54				√		4
55		√				8
56			√			6
57					√	2
58				√		4
59		√				8
60				√		4

3.5.2.2 Part II

The following table shows the general statistics of the second part of the interview in terms of fluency only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		6.6000
Median		7.0000
Mode		8.00
Std. Deviation		2.45087
Variance		6.00678
Range		10.00
Minimum		.00
Maximum		10.00
Sum		396.00

Table (25)

As shown in table (26), the speech of 17% of the subjects (10 students) is as fluent and effortless as that of a native speaker. This amount of students speaks fluently with almost no problems at all.

Speech as fluent and effortless as that of a native speaker (10)

		Frequency	Percent
Valid	No	50	83.3
	Yes	10	16.7
	Total	60	100.0

Table (26)

Speed of speech seems to be slightly affected by language problems for about 33% of the subjects who represent 20 students and this can be seen in table (27). The more problems they have the slower the speech is.

Speed of speech seems to be slightly affected by language problems(8)

		Frequency	Percent
Valid	No	40	66.7
	Yes	20	33.3
	Total	60	100.0

Table (27)

As illustrated in table (28), for about 22% of the subjects (13 students), speed and fluency are rather strongly affected by language problems. They have many language problems that cause them a various number of hesitations, pauses, and sometimes shuddering.

Speed and fluency are rather strongly affected by language problems (6)

		Frequency	Percent
Valid	No	47	78.3
	Yes	13	21.7
	Total	60	100.0

Table (28)

As shown in table (29), about 12% of the subjects (only 7 students) are usually hesitant and often forced into silence by language limitation. If one does not have the enough knowledge, s/he will not be able to use the language properly or not use it at all. So the lack of linguistic competence can lead into silence which can last for more than 10 to 20 seconds between each sentence.

54

**Usually hesitant; often forced into
silence by language limitation (4)**

		Frequency	Percent
Valid	No	47	78.3
	Yes	13	21.7
	Total	60	100.0

Table (29)

The speech of only 5% of the subjects (3 students) is so halting and fragmentary as to make conversation virtually impossible, As shown in table (30). Their linguistic knowledge is so little that it makes it very difficult to have a successful communication process.

**Speech is so halting and fragmentary as to
make conversation virtually impossible (2)**

		Frequency	Percent
Valid	No	57	95.0
	Yes	3	5.0
	Total	60	100.0

Table (30)

Fluency

Part II

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
1					√	2
2		√				8
3			√			6
4			√			6
5		√				8
6			√			6
7	√					10
8		√				8
9					√	2
10				√		4
11			√			6
12		√				8
13		√				8
14			√			6
15			√			6
16			√			6
17		√				8
18		√				8
19	√					10
20	√					10
21		√				8
22			√			6
23				√		4
24				√		4
25		√				8
26	√					10
27				√		4
28				√		4
29			√			6
30		√				8

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rathe strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
31			√			6
32		√				8
33				√		4
34		√				8
35				√		4
36		√				8
37	√					10
38	√					10
39	√					10
40				√		4
41				√		4
42			√			6
43	√					10
44		√				8
45		√				8
46	√					10
47	√					10
48		√				8
49			√			6
50				√		4
51		√				8
52		√				8
53				√		4
54					√	2
55		√				8
56				√		4
57	Refused to speak					0
58			√			6
59		√				8
60				√		4

3.5.2.3 Part III

The following table shows the general statistics of the third part of the interview in terms of fluency only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		6.6000
Median		8.0000
Mode		8.00
Std. Deviation		2.61158
Variance		6.82034
Range		8.00
Minimum		2.00
Maximum		10.00
Sum		396.00

Table (31)

As shown in table (32), the speech of 20% of the subjects (12 students) is as fluent and effortless as that of a native speaker. This amount of students speaks the language perfectly well and most of them are natives or natives like.

Speech as fluent and effortless as that of a native speaker (10)

		Frequency	Percent
Valid	No	48	80.0
	Yes	12	20.0
	Total	60	100.0

Table (32)

Speed of speech seems to be slightly affected by language problems for about 32% of the subjects who represent 19 of them, as illustrated in table

(33). The flow of speech is affected by few language obstacles, but this does not make the conversation impossible.

Speed of speech seems to be slightly affected by language problems(8)

		Frequency	Percent
Valid	No	41	68.3
	Yes	19	31.7
	Total	60	100.0

Table (33)

As shown in table (34), for about 28% of the subjects (17 students), speed and fluency are rather strongly affected by language problems. There is a big problem concerning the flow of speech and this can make the conversation very boring and slightly incomprehensible.

Speed and fluency are rather strongly affected by language problems (6)

		Frequency	Percent
Valid	No	49	81.7
	Yes	11	18.3
	Total	60	100.0

Table (34)

About 18% of the subjects (11students) are usually hesitant and often forced into silence by language limitation, as shown in table (32). They have not got much input to process and produce much output, so this leads them to usually go silent most f the time or speak with a huge amount of pauses and hesitations.

**Usually hesitant; often forced into
silence by language limitation (4)**

		Frequency	Percent
Valid	No	49	81.7
	Yes	11	18.3
	Total	60	100.0

Table (35)

As shown in table (36), the speech of 11% of the subjects (7students) is so halting and fragmentary as to make conversation virtually impossible. The communication in this case is not successful at all, since these two reasons make the students sometimes speak on word in one minute and if the researcher waits for more time, the student spends a whole one more minute in silence which does not make any sense and eventually leads the communication process to fail.

**Speech is so halting and fragmentary as to
make conversation virtually impossible (2)**

		Frequency	Percent
Valid	No	53	88.3
	Yes	7	11.7
	Total	60	100.0

Table (36)

Fluency

Part III

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
1					√	2
2		√				8
3			√			6
4				√		4
5		√				8
6		√				8
7	√					10
8		√				8
9				√		4
10			√			6
11			√			6
12		√				8
13			√			6
14		√				8
15		√				8
16				√		4
17	√					10
18			√			6
19	√					10
20	√					10
21		√				8
22			√			6
23					√	2
24					√	2
25		√				8
26		√				8
27				√		4
28				√		4
29		√				8
30		√				8

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
31				√		4
32				√		4
33				√		4
34			√			6
35				√		4
36			√			6
37	√					10
38	√					10
39	√					10
40		√				8
41				√		4
42		√				8
43	√					10
44		√				8
45	√					10
46	√					10
47	√					10
48		√				8
49			√			6
50			√			6
51		√				8
52		√				8
53				√		4
54					√	2
55	√					10
56			√			6
57					√	2
58					√	2
59		√				8
60					√	2

Examples:

1)   Q: Are you the youngest or the eldest?

St: Youngest ..eh .. (Long silence).. eh no in the middle.

2) Q: Can you describe your flat?

St: amm… small.. we have two /bæ□ru:m/ and three /bædru:m/..emm..my /bædru:m/..emm… my /bædru:m/ eh.. not very small..eh.. okay.. we have kitchen, one kitchen and one eh.. living room. We have another one for the guestroom… and eh…. We have a garden.. old garden..eh .. because..eh.. an old flat.

3) TV Programs

TV /brugra:mz/ I think it is … eh.. /s□mtaim□z/.. eh… it's.. eh.. gives.. eh.. for us.. eh.. eh.. like /taib/ of knowledge.. I think it's benefit when we.. eh.. get from it useful things that you may be follow it /esbi□ali/ about Islamic /brugramz/ or about home /br□gramz/ that help us to know more /□iŋ□z/ that we… don't know especially about….

4) Shopping

Me myself as a matter of fact, I don't like shopping at all. (laugh) Maybe ecause eh.. when I eh.. go ..eh .. to..eh the shops, eh to the shopping..eh ..to the shop, I don't..eh.. I don't find what I want. Maybe another king of /kl□:ð□z/ another /tai□b/ and I like styles to wear suitable and for my personality, I don't like this..eh ..this.. eh /kl□ð□z/, this..eh.. this..eh..that we will look nowadays, it's not suitable for me.

5) I will be /kumbli:t/ my study, do /ma:star/ ah.. and.. eh and ah err I dream, my dream (and then she uses Arabic words to say hopefully it becomes true although I told them already that Arabic is banded) .. but I err go err a western country and eh do ..eh complete my study and become a doctor.. and err come here later eh and teach /stjuant/.

6) Getting Older

I think it's a bad feeling when you think of ..eh… you will become older.. because a lot of things will cha… eh… change in yo.. eh… yourself..eh .. and..eh.. you must..eh..change in your hair and your face..you..eh..you become ..eh..need..eh..someone is become with you.. and..eh.. (long silence)

7) Cooking

Ah..eh.. I like cooking..eh because..eh..maybe my mother travels or anything…because..eh..and.,. then I have ..eh.. the..the.. eh.. eh..eh.. so I..I try to do something..eh..that is easier.

8) Your Dream House

A: Ehhh… what do you..eh.. what do you want in your deam house.. eh.. be?

B: It's from its name a dream house so, it's gonna be really really really big.. ah.. a lot of rooms. I want it to be like three four floors, in each floor.., like, divided into something specialized in it, like floor number one it's private for me and my kids and my husband. In the second floor for my… for the guests, floor three for parties and thee things. What about you?

9) Family

A: MY family is.. eh.. from.. my family actually two brothers, two sister.. eh.. one of my /sistar/ is married.. and eh.. the other one is engaged.. ah.. we are very closed family that we love each other, because eh.. eh.. we always, we live together for many long time and.. ah.. we loved each other.. ah.. my fa.. ah.. my brother is like my father to me because my father is dead, he's always too close to me gives me everything I want.. my mother also she is a very a great woman because she sacrifies a lot, she left her family.. for.. eh.. for.. for us.. and.. eh I love them so much. I don't know why you said your family is not closed for you because I think the family is the only one that must be closed to you.

B: We have.. we live in a.. in a different.. ah.. o.. in this world, every single have a have a very different kind of behaviors and thoughts and ideas and all that when come together, you just, you can't say my family.. eh.. when I live my family I just feel like amm supported amm I am loved.. ah.. your family is not like my family, it's not like her family it's not like any other family.. every single family is different from the other.

10) *Raising Children*

A: You hope married in the future?

B: Yeah. I would like.

A: After married, what would you?

B: I would like.. eh.. to have babies.. eh.. I would like to have work for them.. eh.. mm.. everything you should be good mother for them.. you.. eh.. you know.. ehhh.. you should be have for them good life.. eh.. good /ble□s/.. eh don't feel them.. eh.. they are nothing in you.. eh..

3.5.3 Comprehension

Communication is a hazardous task since it demands the listener or the reader to make an effort of imagination to decode the speaker's or the writer's message without misunderstanding. It has always been said that language is understood in context, the context in which language is experienced.

3.5.3.1 Part I

The following table shows the general statistics of the first part of the interview in terms of comprehension only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		8.9667
Median		10.0000
Mode		10.00
Std. Deviation		1.54005
Variance		2.37175
Range		6.00
Minimum		4.00
Maximum		10.00
Sum		538.00

Table (37)

As can be seen in table (38), about 62% of the subjects (37 students) appear to understand everything without difficulty. This represents a very good percentage since it shows that most students have no problems receiving and processing what is being said to them and eventually comprehending it with almost no difficulty.

Appears to understand everything without difficulty (10)

		Frequency	Percent
Valid	No	23	38.3
	Yes	37	61.7
	Total	60	100.0

Table (38)

28% of the subjects, who represent 17 students, understand nearly everything at normal speed, although occasional repetition may be necessary, this can be seen in table (39). For these subjects, as long as the speaker is not rapidly speaking, they have no problems to understand what is being said, but still; sometimes some words or expressions needed to be repeated.

**Understands nearly everything at normal speed,
although occasional repetition may be necessary (8)**

		Frequency	Percent
Valid	No	43	71.7
	Yes	17	28.3
	Total	60	100.0

Table (39)

As shown in table (40), about 7% of the subjects (only 4 students), understand most of what is said at slower-than-normal speed with repetitions. In this case, if the speaker is speaking slowly is speaking slowly, they will be able to understand although a few amount of repetition is still needed.

**Understands most of what is said at
slower-than-normal speed with repetitions (6)**

		Frequency	Percent
Valid	No	56	93.3
	Yes	4	6.7
	Total	60	100.0

Table (40)

The next table shows that only 3.3 % have great difficulty following what is said and can comprehend only "social conversation" spoken slowly and with frequent repetitions. Casual everyday conversation are not a major problem for these subjects if spoken really slowly with some repetitions, but any other type of conversations about specific subjects would be seriously problematic.

Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions (4)

		Frequency	Percent
Valid	No	58	96.7
	Yes	2	3.3
	Total	60	100.0

Table (41)

As can be seen in table (42), no subjects can be said to understand even simple conversational English. Some students have many problems concerning comprehension, but not to the extent that they do not understand the simpler language.

Cannot be said to understand even simple conversational English (2)

		Frequency	Percent
Valid	No	60	100.0

Table (42)

Comprehension

<u>Part I</u>

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everythin at normal speed although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out of (10)
1				√		4
2	√					10
3	√					10
4			√			6
5	√					10
6		√				8
7	√					10
8	√					10
9	√					10
10	√					10
11		√				8
12	√					10
13		√				8
14	√					10
15	√					10
16	√					10
17	√					10
18	√					10
19	√					10
20	√					10
21	√					10
22	√					10
23		√				8
24	√					10
25	√					10
26	√					10
27		√				8
28		√				8
29		√				8
30	√					10

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said To understand even simple conversational English (2)	T. out of (10)
31		√				8
32		√				8
33	√					10
34		√				8
35	√					10
36	√					10
37	√					10
38	√					10
39	√					10
40		√				8
41		√				8
42		√				8
43	√					10
44	√					10
45	√					10
46	√					10
47	√					10
48	√					10
49		√				8
50		√				8
51	√					10
52	√					10
53			√			6
54		√				8
55	√					10
56		√				8
57				√		4
58			√			6
59	√					10
60			√			6

3.5.3.2 Part II

The following table shows the general statistics of the second part of the interview in terms of comprehension only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		8.1333
Median		10.0000
Mode		10.00
Std. Deviation		2.46650
Variance		6.08362
Range		10.00
Minimum		.00
Maximum		10.00
Sum		488.00

Table (43)

As shown in table (44), about 53% of the subjects (32 students) appear to understand everything without difficulty. In this part, the students are given a number of subjects to choose one of them in order to make a presentation about. Most students succeed to understand what they are supposed to talk about with no major problems.

Appears to understand everything without difficulty (10)

		Frequency	Percent
Valid	No	28	46.7
	Yes	32	53.3
	Total	60	100.0

Table (44)

One can recognize from table (45) that about 18% of the subjects, who represent 11 students, understand nearly everything at normal speed, although occasional repetition may be necessary. Some of them do not understand exactly what are they asked to talk about, or ask few questions

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concerning the subject they have already picked, like: What do you want me to say about robots?, shall I talk about the advantages and disadvantages or what?, etc.

Understands nearly everything at normal speed, although occasional repetition may be necessary (8)

		Frequency	Percent
Valid	No	49	81.7
	Yes	11	18.3
	Total	60	100.0

Table (45)

15% of the subjects (9 student), understand most of what is said at slower-than-normal speed with repetitions. One should talk to them slowly so they can understand the speaker's point and they usually ask for some repetitions of few words or phrases and sometimes full statements or questions. This can be seen in the following table.

Understands most of what is said at slower-than-normal speed with repetitions (6)

		Frequency	Percent
Valid	No	51	85.0
	Yes	9	15.0
	Total	60	100.0

Table (46)

As shown in table (47), 10% of the subjects (6 students) have great difficulty following what is said and can comprehend only "social conversation" spoken slowly and with frequent repetitions. Everyday English is almost not problematic for most students although some of them ask you to repeat few words or phrases.

**Has great difficulty following what is said. Can
comprehend only "social conversation"
spoken slowly and with frequent repetitions (4)**

		Frequency	Percent
Valid	No	54	90.0
	Yes	6	10.0
	Total	60	100.0

Table (47)

In the following table, one can recognize that only about 2% of the subjects (only 1 student) cannot be said to understand even simple conversational English. So only one student has a major problem concerning comprehending what s/he is asked to say and maybe understanding what a (presentation) means in the first place although being an English major for about four years.

**Cannot be said to understand even
simple conversational English (2)**

		Frequency	Percent
Valid	No	59	98.3
	Yes	1	1.7
	Total	60	100.0

Table (48)

Comprehension

Part II

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everythin at normal speed although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out of (10)
1				√		4
2	√					10
3		√				8
4	√					10
5					√	2
6		√				8
7	√					10
8	√					10
9			√			6
10		√				8
11		√				8
12	√					10
13	√					10
14		√				8
15	√					10
16		√				8
17	√					10
18	√					10
19	√					10
20	√					10
21	√					10
22	√					10
23				√		4
24	√					10
25	√					10
26		√				8
27			√			6
28				√		4
29		√				8
30	√					10

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St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed, although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out of (10)
31			√			6
32	√					10
33			√			6
34				√		4
35			√			6
36	√					10
37	√					10
38	√					10
39	√					10
40		√				8
41		√				8
42				√		4
43	√					10
44	√					10
45	√					10
46	√					10
47	√					10
48	√					10
49			√			6
50		√				8
51	√					10
52	√					10
53			√			6
54			√			6
55	√					10
56	√					10
57	Refused to speak					0
58				√		4
59	√					10
60			√			6

3.5.3.3 Part III

The following table shows the general statistics of the third part of the interview in terms of comprehension only.

Statistics

T. out of (10)

N	Valid	60
	Missing	0
Mean		8.7000
Median		10.0000
Mode		10.00
Std. Deviation		2.20400
Variance		4.85763
Range		8.00
Minimum		2.00
Maximum		10.00
Sum		522.00

Table (49)

As shown in table (50), about 63% of the subjects (38 students) appear to understand everything without difficulty. In this part of the interview, two subjects are having a conversation about a chosen subject. For this amount of students, it seems that they have almost no problems understanding each other even if they are speaking with no accuracy, almost no fluency, and no specific accent.

Appears to understand everything without difficulty (10)

		Frequency	Percent
Valid	No	22	36.7
	Yes	38	63.3
	Total	60	100.0

Table (50)

As one can see in table (51), about 23% of the subjects, who represent 14 students, understand nearly everything at normal speed, although occasional repetition may be necessary. They have few problems understanding what is being said with few repetitions of certain words and phrases.

Understands nearly everything at normal speed, although occasional repetition may be necessary (8)

		Frequency	Percent
Valid	No	46	76.7
	Yes	14	23.3
	Total	60	100.0

Table (51)

About 3% of the subjects (only 2 students), understand most of what is said at slower-than-normal speed with repetitions, this is shown in table (52). The slower the conversation is the more easily the comprehension become; although some repetition is still needed.

Understands most of what is said at slower-than-normal speed with repetitions (6)

		Frequency	Percent
Valid	No	58	96.7
	Yes	2	3.3
	Total	60	100.0

Table (52)

As shown in table (53), 5% of the subjects (3 subjects) have great difficulty following what is said and can comprehend only "social conversation" spoken slowly and with frequent repetitions.

Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions (4)

		Frequency	Percent
Valid	No	57	95.0
	Yes	3	5.0
	Total	60	100.0

Table (53)

One can recognize from the following table that only 5% of the subjects (3 students) cannot be said to understand even simple conversational English. These subjects have a great deal of difficulty concerning comprehension that they do not process the easiest input.

Cannot be said to understand even simple conversational English (2)

		Frequency	Percent
Valid	No	57	95.0
	Yes	3	5.0
	Total	60	100.0

Table (54)

Comprehension

Part III

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed, although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out Of (10)
1				√		4
2	√					10
3		√				8
4		√				8
5			√			6
6			√			6
7	√					10
8	√					10
9	√					10
10	√					10
11	√					10
12	√					10
13	√					10
14	√					10
15	√					10
16	√					10
17	√					10
18	√					10
19	√					10
20	√					10
21	√					10
22	√					10
23		√				8
24		√				8
25		√				8
26		√				8
27					√	2
28					√	2
29	√					10
30	√					10

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St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed, although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out (10)
31	√					10
32	√					10
33	√					10
34	√					10
35	√					10
36	√					10
37	√					10
38	√					10
39	√					10
40	√					10
41				√		4
42				√		4
43	√					10
44	√					10
45	√					10
46	√					10
47	√					10
48	√					10
49		√				8
50		√				8
51	√					10
52	√					10
53		√				8
54		√				8
55		√				8
56		√				8
57					√	2
58		√				8
59	√					10
60		√				8

Examples:

1) ***Cats & Dogs***

First of all I have a cat.. and I love it too much.. and she has four babies, but all of them died just one, you know. And my cat have me four years ago, and eh.. I love it too much, and I love to take care of animals, but not dogs.. am afraid of dogs I can't resist them..

2) ***Raising children***

I think raising /t□ild□r□n/..eh… /s□mtaim□z/ is bad /s□mtaim□z/is good for me..eh.. it's bad..eh../f□regz□mb□l/ in future when I have baby..eh.. I like..eh..eh.. in future.. eh..maybe.. maybe.. eh.. I /ki:b/ my baby..ah..eh..err..i don't know..eh.. I /ki:b/ clean and don't……

3) Q: what is your favorite website?

St: in the /ba:st/ I used to go to the /□ntarnet/ and /□ek/ information and /□æt/.

4) Q: What do u like to do in your free time?

St: silence. I like silence, quietness.

Q: this is your hobby? To be silent?

St: yes.

Q: how do you spend your time being silent?

St: yeah, because it's interesting when… I feel so /hæbi/ when /sailiŋ/, not talking to /bi:bul/..so, silence have me to think well, just afraid from the world.

5) ***Colors.***

A: Tell me, what's your favorite color?

B: Well, early you talked about three or four colors; you had green, blue, red, and white. Do you not take it desperately but I like the black because it's not my favorite, but the black, I mean.. ah.. I like the black because it goes with everything.

6) *Raising Children*

A: You hope married in the future?

B: Yeah. I would like.

A: After married, what would you?

B: I would like.. eh.. to have babies.. eh.. I would like to have work for them.. eh.. mm.. everything you should be good mother for them.. you.. eh.. you know.. ehhh.. you should be have for them good life.. eh.. good /ble□s/.. eh don't feel them.. eh.. they are nothing in you.. eh..

7) *Wedding Parties*

Eh.. I like wedding.. eh.. /ba:rti:z/ maybe ..eh.. wedding /ba:rti:z/ makes me /hæbi/ or..eh..emm…my.. eh.. when my /sistar□z/ eh have gone and gets married eh all the time. May be wedding eh /west/ the time.

8) Q: What makes people happy in your opinion?

St: err when they have friends and eh when they have friends and eh friends and their /w□rk□s/and family, when they have a family.

9) Q: What makes people happy in your opinion?

St: err when they have friends and eh when they have friends and eh friends and their /w□rk□s/and family, when they have a family.

10) Q: what is your favorite website?

St: in the /ba:st/ I used to go to the /□ntarnet/ and /□ek/ information and /□æt/.

Chapter four

Conclusions and Recommendations

The results of this research agree with the hypothesis that 4th year students at the English department at the University of Garyounis do actually have problems concerning pronunciation, fluency, and comprehension.

The subjects of this study are fourth year students, so they should at least, be "good speakers", but not necessarily "native" ones. This study has proved them to be good at comprehending and understanding the messages even if the accuracy is of a very low level. As the interviewer tells the subjects that she is not to judge them on the basis of their choice of vocabulary or their grammatical competence, they become even more relaxed and comfortable. However, if she was to judge them on such basis, a lot of students would have failed their test. Nevertheless, she told them that she is to judge their pronunciation, fluency, and comprehension.

As we mentioned earlier, the subjects of this study were rather good in comprehension more than pronunciation and fluency and they were better at pronunciation than fluency, so they mainly have a very big problem with fluency rather than the other two components of the speaking skill.

In terms of pronunciation, the subjects were assessed upon different bases. It has been noticed that most subjects have pronunciation problems that necessitate concentrated listening and occasionally lead to misunderstanding, a few were always intelligible though one is conscious of a definite accent,

less have few traces of foreign accent, very few subjects were very hard to understand because of pronunciation problems and must frequently be asked to repeat, finally only two subjects have pronunciation problems that are so sever as to make speech virtually unintelligible.

Concerning fluency, it has been noticed that for most subjects the speed of speech seems to be slightly affected by language problems and for others speed and fluency are rather strongly affected by language problems, a few subjects usually hesitant and often forced into silence by language limitation; however, the speech of others is as fluent and effortless as that of a native speaker, all in all, the speech of very few subjects is so halting and fragmentary as to make conversation virtually impossible.

In terms of comprehension, most subjects appear to understand everything without difficulty; a few understand nearly everything at normal speed although occasional repetition may be necessary, less subjects understand most of what is said at slower-than-normal speed with repetitions, and finally few have great difficulty following what is said and can comprehend only "social conversation" spoken slowly and with frequent repetitions, moreover; very few cannot be Sid to understand even simple conversational English.

Any language would not be learnt if the learner is not practicing the real situations which most of communicative syllabuses is trying to achieve inside the classroom.

Concerning pronunciation problems, learners should be exposed to different native speakers' accents as much as possible and not only teaching them the sounds produced by these speakers. Exposure to language is the most fruitful.

In terms of hesitation and confidence, it is recommended that in order to teach older, more mature learners "where" to hesitate and also to teach them the different sounds made by native speakers whenever they pause. However, it is important to stress the importance of the place of hesitation more than the sounds produced when hesitate. As they move to higher levels, the learners could be provided with a sample of natural speech with pauses and then they imitate and try the speech themselves, this is what is called "controlled practice". As they gain more competence they keep practicing and doing these exercises, but in a less controlled environment. Nevertheless, the speech samples should be realistic; in other words, not just a speech made by professional actors who are trained not to commit any mistakes, but a natural speech made by normal native speakers who, naturally, pause and hesitate with sounds while speaking. Finally, in order to gain much confidence while speaking; students should practice speaking the language as much as they can in and out the classroom whether in other classes, in their own houses, or even with their friends.

In terms of comprehension, listeners as much as speakers, should also make some effort to understand the speaker and help him/her get the message trough. The more the subjects are exposed to the language, the more they become efficient in it.

All in all, it has always been said that "practice makes perfect", so the more one practices the language the more s/he becomes able to encounter any kind of problems concerning its skills especially the speaking skill which can be easily forgotten and gradually vanish if one has stopped practicing it for a long time, so continuous practice of the language is always needed.

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Appendix 1: Pronunciation

Part I

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out Of (10)
1				√		4
2		√				8
3			√			6
4			√			6
5			√			6
6			√			6
7	√					10
8		√				8
9			√			6
10		√				8
11		√				8
12		√				8
13			√			6
14		√				8
15		√				8
16		√				8
17		√				8
18			√			6
19	√					10
20	√					10
21		√				8
22			√			6
23			√			6
24		√				8
25		√				8
26		√				8
27			√			6
28			√			6
29		√				8
30		√				8

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
31			√			6
32			√			6
33			√			6
34			√			6
35			√			6
36			√			6
37	√					10
38		√				8
39		√				8
40			√			6
41		√				8
42			√			6
43	√					10
44		√				8
45			√			6
46		√				8
47	√					10
48		√				8
49			√			6
50			√			6
51	√					10
52		√				8
53			√			6
54				√		4
55			√			6
56			√			6
57					√	2
58			√			6
59		√				8
60			√			6

Part II

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
1			√			6
2		√				8
3			√			6
4				√		4
5			√			6
6			√			6
7	√					10
8			√			6
9			√			6
10		√				8
11			√			6
12		√				8
13			√			6
14		√				8
15		√				8
16			√			6
17		√				8
18		√				8
19	√					10
20	√					10
21		√				8
22			√			6
23			√			6
24		√				8
25		√				8
26		√				8
27			√			6
28		√				8
29		√				8
30		√				8

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St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
31			√			6
32		√				8
33			√			6
34			√			6
35				√		4
36			√			6
37	√					10
38			√			6
39		√				8
40			√			6
41			√			6
42			√			6
43			√			6
44	√					10
45		√				8
46		√				8
47	√					10
48		√				8
49				√		4
50			√			6
51		√				8
52		√				8
53			√			6
54				√		4
55		√				8
56			√			6
57	Refused to speak					0
58				√		4
59		√				8
60			√			6

Part III

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
1			√			6
2		√				8
3		√				8
4			√			6
5		√				8
6		√				8
7	√					10
8		√				8
9		√				8
10		√				8
11			√			6
12		√				8
13			√			6
14		√				8
15			√			6
16		√				8
17		√				8
18			√			6
19	√					10
20	√					10
21		√				8
22		√				8
23			√			6
24			√			6
25		√				8
26		√				8
27			√			6
28			√			6
29			√			6
30			√			6

St. No.	Has few traces of foreign accent (10)	Always intelligible, though one is conscious of a definite accent (8)	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding (6)	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat (4)	Pronunciation problems so severe as to make speech virtually unintelligible (2)	T. out of (10)
31			√			6
32			√			6
33			√			6
34			√			6
35				√		4
36			√			6
37	√					10
38			√			6
39		√				8
40		√				8
41				√		4
42			√			6
43	√					10
44		√				8
45	√					10
46		√				8
47	√					10
48		√				8
49			√			6
50		√				8
51	√					10
52		√				8
53			√			6
54				√		4
55	√					10
56			√			6
57					√	2
58				√		4
59		√				8
60			√			6

Appendix 2: Fluency

Part I

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
1					√	2
2		√				8
3		√				8
4			√			6
5		√				8
6		√				8
7	√					10
8		√				8
9			√			6
10			√			6
11		√				8
12		√				8
13		√				8
14			√			6
15			√			6
16			√			6
17	√					10
18		√				8
19	√					10
20	√					10
21	√					10
22		√				8
23				√		4
24		√				8
25		√				8
26	√					10
27			√			6
28			√			6
29		√				8
30		√				8

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
31			√			6
32			√			6
33			√			6
34			√			6
35			√			6
36			√			6
37	√					10
38		√				8
39	√					10
40		√				8
41			√			6
42				√		4
43	√					10
44		√				8
45	√					10
46	√					10
47	√					10
48		√				8
49				√		4
50				√		4
51	√					10
52		√				8
53			√			6
54				√		4
55		√				8
56			√			6
57					√	2
58				√		4
59		√				8
60				√		4

Part II

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
1					√	2
2		√				8
3			√			6
4			√			6
5		√				8
6			√			6
7	√					10
8		√				8
9					√	2
10				√		4
11			√			6
12		√				8
13		√				8
14			√			6
15			√			6
16			√			6
17		√				8
18		√				8
19	√					10
20	√					10
21		√				8
22			√			6
23				√		4
24				√		4
25		√				8
26	√					10
27				√		4
28				√		4
29			√			6
30		√				8

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant; often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
31			√			6
32		√				8
33				√		4
34		√				8
35				√		4
36		√				8
37	√					10
38	√					10
39	√					10
40				√		4
41				√		4
42			√			6
43	√					10
44		√				8
45		√				8
46	√					10
47	√					10
48		√				8
49			√			6
50				√		4
51		√				8
52		√				8
53				√		4
54					√	2
55		√				8
56				√		4
57	Refused to speak					0
58			√			6
59		√				8
60				√		4

Part III

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
1					√	2
2		√				8
3			√			6
4				√		4
5		√				8
6		√				8
7	√					10
8		√				8
9				√		4
10			√			6
11			√			6
12		√				8
13			√			6
14		√				8
15		√				8
16				√		4
17	√					10
18			√			6
19	√					10
20	√					10
21		√				8
22			√			6
23					√	2
24					√	2
25		√				8
26		√				8
27				√		4
28				√		4
29		√				8
30		√				8

100

St. No.	Speech as fluent and effortless as that of a native speaker (10)	Speed of speech seems to be slightly affected by language problems (8)	Speed and fluency are rather strongly affected by language problems (6)	Usually hesitant often forced into silence by language limitation (4)	Speech is so halting and fragmentary as to make conversation virtually impossible (2)	T. out of (10)
31				√		4
32				√		4
33				√		4
34			√			6
35				√		4
36			√			6
37	√					10
38	√					10
39	√					10
40		√				8
41				√		4
42		√				8
43	√					10
44		√				8
45	√					10
46	√					10
47	√					10
48		√				8
49			√			6
50			√			6
51		√				8
52		√				8
53				√		4
54					√	2
55	√					10
56			√			6
57					√	2
58					√	2
59		√				8
60					√	2

Appendix 3: Comprehension

Part I

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everythin at normal speed although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out of (10)
1				√		4
2	√					10
3	√					10
4			√			6
5	√					10
6		√				8
7	√					10
8	√					10
9	√					10
10	√					10
11		√				8
12	√					10
13		√				8
14	√					10
15	√					10
16	√					10
17	√					10
18	√					10
19	√					10
20	√					10
21	√					10
22	√					10
23		√				8
24	√					10
25	√					10
26	√					10
27		√				8
28		√				8
29		√				8
30	√					10

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said To understand even simple conversational English (2)	T. out of (10)
31		√				8
32		√				8
33	√					10
34		√				8
35	√					10
36	√					10
37	√					10
38	√					10
39	√					10
40		√				8
41		√				8
42		√				8
43	√					10
44	√					10
45	√					10
46	√					10
47	√					10
48	√					10
49		√				8
50		√				8
51	√					10
52	√					10
53			√			6
54		√				8
55	√					10
56		√				8
57					√	4
58			√			6
59	√					10
60			√			6

Part II

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everythin at normal speed although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out of (10)
1				√		4
2	√					10
3		√				8
4	√					10
5					√	2
6		√				8
7	√					10
8	√					10
9			√			6
10		√				8
11		√				8
12	√					10
13	√					10
14		√				8
15	√					10
16		√				8
17	√					10
18	√					10
19	√					10
20	√					10
21	√					10
22	√					10
23				√		4
24	√					10
25	√					10
26		√				8
27			√			6
28				√		4
29		√				8
30	√					10

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St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed, although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out of (10)
31			√			6
32	√					10
33			√			6
34				√		4
35			√			6
36	√					10
37	√					10
38	√					10
39	√					10
40		√				8
41		√				8
42				√		4
43	√					10
44	√					10
45	√					10
46	√					10
47	√					10
48	√					10
49			√			6
50		√				8
51	√					10
52	√					10
53			√			6
54			√			6
55	√					10
56	√					10
57	Refused to speak					0
58				√		4
59	√					10
60			√			6

Part III

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed, although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out Of (10)
1				√		4
2	√					10
3		√				8
4		√				8
5			√			6
6			√			6
7	√					10
8	√					10
9	√					10
10	√					10
11	√					10
12	√					10
13	√					10
14	√					10
15	√					10
16	√					10
17	√					10
18	√					10
19	√					10
20	√					10
21	√					10
22	√					10
23		√				8
24		√				8
25		√				8
26		√				8
27					√	2
28					√	2
29	√					10
30	√					10

St. No.	Appears to understand everything without difficulty (10)	Understands nearly everything at normal speed, although occasional repetition may be necessary (8)	Understands most of what is said at slower-than-normal speed with repetitions (6)	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (4)	Cannot be said to understand even simple conversational English (2)	T. out (10)
31	√					10
32	√					10
33	√					10
34	√					10
35	√					10
36	√					10
37	√					10
38	√					10
39	√					10
40	√					10
41				√		4
42				√		4
43	√					10
44	√					10
45	√					10
46	√					10
47	√					10
48	√					10
49		√				8
50		√				8
51	√					10
52	√					10
53		√				8
54		√				8
55		√				8
56		√				8
57					√	2
58		√				8
59	√					10
60		√				8

The Questions Used in the First Part of This Research

Q1: What's your name?

Q2: What do you do?

Q3: Where do you live?

Q4: Have you got any brothers or sisters? If so, how old are they and what do they do?

Q5: What are your hobbies?

Q6: Do you live in a house or a flat? Can you describe it? Do you like it? Why/ Why not?

Q7: What is your favorite color? Why? How does it make you feel?

Q8: What are your favorite websites? What has changed because of the internet?

Q9: Where are you from?

Q10: At what age do people usually retire in your country? Do you know anyone who is retired? How does s/he spend his/her time? What is the best and the worst thing about being retired, do you think?

Q11: Which is the most difficult to be: a child, a teenager, a middle-aged person, or an elderly person? Why? Which is the most difficult to live with?

Q12: Tell me about the best place you have ever seen. Where was it? When did you go? What makes it your best? Who did you go with?

Q13: Would you like to go on a holiday in space? Why/ Why not? What, do you think, are the best two and the worst two things about a space holiday?

Q14: Have you seen any films with robots in? What were their names? Did you like them? Why/ Why not? Would you like to have a robot? Why/ Why not?

Q15: What makes people happy in your opinion: their work, home, friends, or other? Why?

Q16: It is often said that "Laughter is the best medicine". Do you agree? Why/ Why not?

Q17: Are there stories about health care in the news at the moments? If so, what are they about? What do you say about them?

Q18: What sport events are taking place now or in the future?

Q19: Do you ever watch the Olympic Games? What are the good and the bad things about them?

Q20: Can you think about the wonders of the modern world? Which one is your best? Why?

Note:

The subjects of this study are not required to answer all of these questions, but the researcher picks only some of the questions randomly for each subject. The number of questions depends on the time spent to answer each question, which differs from one student to another, as the time specified for this part of the interview is only four minutes.

The Titles used in the Second Part of this Research

1- Computers

2- Travelling to Space

3- The four seasons

4- Cats & Dogs

5- Shopping

6- Cars

7- Travelling

8- A place you really wish to visit

9- Cleaning up your own house

10- Sports

11- Colors

12- The beach

13- Your hobbies

14- Working mothers

15- Robots

16- Raising children

17- TV Programs

18- Internet

19- Childhood – the best time of life

20- Movies

21- Studying for an exam

22- Cooking

23- Friendship

24- Wedding parties

25- Animals

26- Getting older

27- Having children while young

28- Your dream house

29- Your family

30- School days

ملخص الرســـالة

يُوصف العالم من حولنا بأنه متعدد اللغات وهي في حالة تزايد مستمر على الرغم من سيطرة اللغة الإنجليزية على الإعلام في الدول الغربية، فقد وجد أن هناك حوالي 6000 لغة حية في العالم. إن غالبية الناس على دراية بأن الشكل العام للغة هو أنها تكتب و تنطق. وتميل أغلب الآراء إلى أن اللغة المنطوقة لها الأسبقية عن اللغة المكتوبة معتمدة في ذلك على الدليل القائم على أن لغة الإشارة و لغة الجسد كانت لهما الأقدمية عن كلا النوعين المنطوق و المكتوب واللتان أُدرجتا الآن تحت بند اللغة المنطوقة، التي ستكون موضوع هذه الدراسة. تعد اللغة المنطوقة من المهارات الإبداعية و التي تتضمن استخدام الكلام بكل ما فيه من قواعد النحو والصرف والمفردات والوظائف المتعددة للغة التي يستخدمونها ناطقوها لإيصال المعلومات للآخرين، فهم على سبيل المثال، يجيبون عن الأسئلة، يعطون معلومات وتفسيرات، ويشاركون في نقاشات، ويلقون التحية، الخ. هذا بجانب أن هناك عمليات متداخلة عديدة في المخ، التي تنتج عنها تصحيح الشخص كلامه حسب ردود أفعال الشخص المستمع له، وغيرها من مثيرات المخ الأخر. بناء على ما تقدم، فالمحادثة تعتبر من أصعب المهارات اختباراً حيث إنها تتضمن كثير من المهارات المتنوعة التي لا يرتبط بعضها ببعض. لا يوجد بعد معلومات كافية للإجابة عن كثير من الأسئلة التي تدور حول هذه المهارات المتداخلة المراد قياسها لتقييم اللغة المنطوقة. فمثلا، يمكن للشخص أن يتفوه بمفردات لغوية مضبوطة ولكن ليست بذات مغزى، أو يواجه صعوبات لغوية ونحوية ومع ذلك يتمكن من إيصال المعلومة للآخرين كما أن نجاح المحادثة أيضا يعتمد بشكل كبير على المستمع، فما هو مشكلة عند شخص معين يمكن أن لا يمثل مشكلة عند الآخر. الغرض من هذا البحث هو تقييم القدرات اللغوية المنطوقة لطلبة السنة الرابعة بقسم اللغة الإنجليزية، كلية الآداب بجامعة قاريونس و ذلك فيما يخص مهارات الطلاقة في اللغة، و قواعد اللغة، و مفردات اللغة، كيفية نطق اللغة، و عمليات فهم اللغة.

ملحوظة: العينات المستخدمة في هذا البحث سيتم اختيارها عشوائياً.